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ABSTRACT

Suggestive rather than prescriptive, this k-12 social studies guide is broad in scope and serves as a basis to aid teachers in selecting and determining content. The major portion of the work provides helpful information for the teacher in social studies curriculum design and planning that includes: questions teachers can ask themselves to determine if they are planning curriculum along the needs and interests of students; announcement of inservice programs by television; The National Council for the Social Studies goals; a description of the South Dakota curriculum design; listings of performance criteria, affective and cognitive objectives, and skills; ideas for planning a unit to fit into the k-12 sequence; and questions for student assessment and teacher evaluation. The remainder of the guide contains statements about each of the six disciplines; a conceptual framework for curriculum development; significant concepts related to the social science disciplines; and a sequence of k-12 content made up of broad topics of problems and issues. An appendix includes an outline on how to study a society; An approach to the study of Chinese history; and a bibliography. (SJM)

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SOCIAL STUDIES GUIDELINES, K-12

DEPARTMENT OF PUBLIC INSTRUCTION
Dr. Gordon A. Diedtrich, Superintendent
Pierre, South Dakota
1970
Bulletin No. 1970-5.7

FOREWORD

Throughout the years people have dedicated and devoted their energies to a cause. These causes have been many and varied and it is through just one of these means to an end that we present this **Social Studies Guidelines, K-12.**

I am extremely proud of the many people who were involved in the planning, coordinating and compiling of this guide for it represents to me a departure from former directions and takes us into those new lands of innovation and creative design. The new patterns developed by these planners give the needed emphasis on the student as an individual. For the student, it establishes a meaningful attitude and conceptual approach toward the understanding and significance of social studies in his life.

The importance of this guide was such that it commanded a priority status in curriculum development in the department from its inception in 1966 to the present time. I sincerely urge every school administrator and every teacher of social studies to give every possible consideration to the adoption of this guide.

I would like to express my gratitude to Mr. F. R. Wanek, Deputy Superintendent, members of the Planning Committee, and all of the others who so generously gave of their time and effort to the successful completion of the guide.

Gordon A. Diedtrich, Ed. D.
State Superintendent
Department of Public Instruction

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STATE SOCIAL STUDIES CURRICULUM PLANNING COMMITTEE

Plans for a new social studies program in South Dakota were initiated under the leadership of Mrs. Olive S. Berg, State Curriculum Director, who retired in 1967. We are grateful for her tireless efforts with the Planning Committee in setting goals and laying the foundations. The following have served as members since they were appointed in January 1966.

Mrs. Gladys Bymers
Department of Public Instruction
Redfield, South Dakota

Dr. Cecil Kipling, Jr.
University of South Dakota
Vermillion, South Dakota

Mrs. Kay Kreger
Teacher, Public Schools
Rapid City, South Dakota

Miss Lillian Leyson
Intermediate Curriculum Consultant
Public Schools
Sioux Falls, South Dakota

Mrs. Mildred K. Main
Teacher, Douglas School System
Rapid City, South Dakota

Mrs. Hazel Murphy
County Superintendent of Schools
Watertown, South Dakota

Mrs. Ethel R. Oyan, Chairman
Curriculum Specialist
Southeast Educational Service Center, Title III
Sioux Falls, South Dakota

Miss Gladys Scown
Principal, Public Schools
Rapid City, South Dakota

Sister M. Euphrasia, O.P.
O'Gorman Senior High School
Sioux Falls, South Dakota

Mrs. Naomi Spaulding
Department of Public Instruction
Rapid City, South Dakota

Dr. Elliot Thoreson
Augustana College
Sioux Falls, South Dakota

The following educators became Planning Committee members following their participation in the 1967 summer workshop.

Mrs. Muriel Gors
Teacher, Public Schools
Sioux Falls, South Dakota

Mr. Dennis Hull
Teacher, Public Schools
Wessington Springs, South Dakota

Miss Edna Reierson
Principal, Public Schools
Aberdeen, South Dakota

Mrs. Dagmar Tidemann
Principal, Public Schools
Webster, South Dakota

State Requirements and Recommendations

> "The minimum requirement for graduation is two units of social studies and the minimum secondary program must offer at least three years of social studies and/or social sciences. Graduation requirements must include one unit of United States History and one-half unit of United States Government. Schools that require the last four years of the program as outlined in **Social Studies Guidelines, K-12,** or those years or units that cover United States History and Government will meet these regulations.
>
> I believe that the State Board is favorable to an accreditation philosophy that it is not what is required but what is actually being taught, how it is being taught, and what the State Department of Public Instruction can do to help teach more effectively."
>
> ---Leonard F. Balsiger, Director of Accreditation

You will note that the **Social Studies Guidelines, K-12,** highly recommends a broader program of social studies than described in the minimum requirements. The members of the Planning Committee and the Workshop support a planned continuity of learning in a twelve- or thirteen-year program. A well-balanced curriculum includes an unbroken sequence and ever-deepening structures in the communications areas, science, mathematics, the arts, and social studies. To these ends the working groups for this guide recommend

1. That a continuous K-12 program in social studies be an integral part of every student's education in South Dakota

2. That continued efforts be made to relate and coordinate the elementary and secondary programs

3. That a renewed effort be made to have social studies be more than an activity-centered period during the elementary years

4. That deep consideration be given to the selection of varied resources, including appropriate contemporary material, in the curriculum

5. That only fully qualified and prepared teachers teach in the areas of social studies, particularly so at the secondary levels, 7-12 years

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"WE BELIEVE . . . :"

We believe that the social sciences should "help young people learn to carry on the free society they have inherited, to make whatever changes modern conditions demand or creative imagination suggests that are consistent with its basic principles and values, and to hand it on to their offspring better than they received it." [1]

We also believe that the social studies, organized around the basic concepts of the social sciences, are the core of the educational program. The social studies include the study of MAN and the human relationships. Man, his behavior and adaptation, is the basis of all other subject matter and therefore a vital part of any educational program. Through the specific social sciences man is seen in various phases of these relationships:

—History deals with the records of man's activities and the interpretation of the present in light of the past

—Anthropology deals with the relationship of man as a biological entity and his adaptation to his environment which constitutes his culture

—Sociology deals with human behavior and relationships

—Political Science deals with evolving patterns, laws, customs, and rules used to establish and maintain order

—Economics deals with the study of man's behavior in producing, exchanging, and consuming the material goods and services he wants

—Geography deals with man and his relationship to his environment

We believe, too, that the method of teaching social studies is as vital to its real purpose as the content. Method consists of stimulating, guiding, directing, showing, informing, and creating.[2]

We believe students need to learn basic skills of investigation as well as concepts and generalizations. Discovery learning must be used because it reinforces the techniques of inquiry or the process of problem-solving through productive questioning and searching.

Discovery permits tentative conclusions which become further refined through integration of new experiences. Inquiry and learning become continuous. Discovery, with its abstracted generalizations, enhances retention and transfer. This method of teaching and learning provides the student with a model for disciplined thought in his complex world outside the classroom.

And last, we believe that the social studies approach, rather than separate disciplines, is superior, especially in the early years of education. A social studies curriculum, including concept developments, generalizations, and methods of the various social sciences should bring relatedness rather than fragmentation. Too much fragmentation may lead to misunderstandings and disorganization of the child's cognitive structure and possible rejection of the social order itself rather than a healthy rationale for change. The more unity that can be brought to the child's world the more practical and lasting will his learning be. [3]

[1] National Council for the Social Studies Committee on Concepts and Values, **A Guide to Content in the Social Studies**, p. 1.

[2] Based upon Lee, John and McLendon, Jonathan. **Readings on Elementary Social Studies, Prologue to Change.** Allyn and Bacon, Inc., Boston 1965, P. 261.

[3] Based upon Lee, John and McLendon, Jonathan. **Readings on Elementary Social Studies, Prologue to Change.** Allyn and Bacon, Inc., Boston 1965, p. 261.

DESIGN FOR TEACHER PLANNING

- To The Teacher
- In-Service Programs by Television
- The National Council Statement
- The South Dakota Curriculum Design
- Patterns for Learning — Performance Criteria
- General Objectives
    - Attitudes
    - Knowledge
    - Skills
- Planning the Unit
- Graduation — A Time for Assessment
- Evaluating Learning and Teaching

TO THE TEACHER

Social studies curriculum development is an on-going process, and a school's curriculum is what you do in the act of teaching.

You have had an active part in developing this guide. You have contributed through a two-weeks' summer workshop and by serving as pilot teachers and putting ideas into operation at the classroom level.

It must be emphasized that even under the best learning situation you can never give attention to all the social studies content. There must always be a process of selection involved. The scope of this guide suggests a general basis to aid in selecting and determining content. Only broad topics of problems and issues are suggested. The specific determination of facts necessary to study these problems and issues is left to the needs and interests of your class. Specifically, in determining the needs and interests of students, the professional teacher will often ask:

Do I structure experiences and make data available so students can develop concepts?

Do the students participate freely in expressing their experiences, thus allowing them to find out for themselves?

Do the experiences challenge the students and motivate them to high performance?

Do I make assignments that are easily understood?

Do I encourage a method of inquiry as the process of decision-making?

Do my plans include . . .

a review that allows for continuous learning

a focus upon the precise learning the child is to assimilate

an overall view of the unit
- an appropriate approach
- varied skillful presentations
- suitable learning activities
- an artistic pacing
- an insightful summary

a repertoire of the teaching strategies, skills and techniques that tend
- to create acceptable attitudes
- to build concepts
- to solve problems
- to build generalizations
- to develop skills
- to guide behavioral outcomes

a wide range of opportunities including
- an accepting atmosphere
- a sound learning environment
- a broad selection of books
- a rich resource center
- a sensitive use of time

a system for measuring the values inherent in daily living with children in the classroom

Therefore, as we begin to consider learning and teaching in terms of objectives, we adopt the criteria for objectives as stated by Robert Mager[1]:

1. An instructional objective describes an intended outcome rather than a description or summary of content.
2. The statement of objectives for an entire program of instruction will consist of several specific statements.
3. The objective most usefully stated is one which best communicates the instructional intent of the person selecting the objectives.
4. Objectives, to be most effective, are stated in terms that describe what the learner will be doing when demonstrating his achievement of the objectives.

IN-SERVICE PROGRAMS BY TELEVISION

During the 1968-69 school year a series of television programs for professional growth will be aired in South Dakota. Check Educational Channel 2 at KUSD, University of South Dakota, Vermillion, for specific information. Plans include a showing of the first five tapes during the first semester 1968-69 These will be repeated at the beginning of the second semester and five more will be added.

Mr. Ernest Phelps, KUSD, is coordinator, producing and scheduling the tapes. Mr. Clarion White, State Director of ITV, is cooperating in the dissemination of information and the evaluation of the program.

As recommended by the Television Committee, the first five tapes will give the background of the social studies program, its development and rationale and an interpretation of the state guidelines. The second five tapes will be a teacher-to-teacher series on the teaching of social studies.
The tentative order and titles of the series are as follows:

1. Why Social Studies?
2. The Conceptual Approach
3. A Design for Teacher Planning
4. Content in Social Studies
5. The Sequence of Concept Development
6. The Uses of Resources
7. Teaching and the Uses of Multi-Media
8. Questioning: The Skill and The Art
9. Teaching a Culture
10. South Dakota: A Model of Continuity

Preparing Objectives for Programmed Instruction,
Robert F. Mager,
Fearon Publishing Company, San Francisco, California, 1962.

Taxonomy of Educational Objectives
The Classification of Educational Goals
Handbook I: Cognitive Domain
By a Committee of College and University Examiners
Benjamin S. Bloom, Editor
David McKay Company, Inc., New York 1956

Taxomony of Educational Objectives
The Classification of Educational Goals
Handbook II: Affective Domain
By Krathwohl, Bloom, Masia
David McKay Company, Inc., New York 1956

THE NATIONAL COUNCIL STATEMENT

The National Council for the Social Studies, after three years of work by several of the nation's authorities who had served on the Committee on Concepts and Values, states the goals of social studies in these terms:

1. The intelligent uses of the forces of nature
2. Recognition and understanding of world interdependence
3. Recognition of the dignity and worth of the individual
4. The use of intelligence to improve human living
5. The vitalization of our democracy through an intelligent use of our public educational facilities
6. The intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action
7. Increasing the effectiveness of the family as a basic social institution
8. The effective development of moral and spiritual values
9. The intelligent and responsible sharing of power in order to attain justice
10. The intelligent utilization of scarce resources to attain the widest general well-being
11. Achievement of adequate horizons of loyalty
12. Cooperation in the interest of peace and welfare
13. Achieving a balance between social stability and social change
14. Widening and deepening the ability to live more richly

THE SOUTH DAKOTA CURRICULUM DESIGN

A pattern or design comes from many sources. If it refers to the artistic world, a pattern may have form, light, color, rhythm, texture, and balance which provoke a single action of acceptance or rejection. If either liking or disliking comes without an analysis, we might say 'We like it!' or 'We don't like it! That's that!'

A curriculum design may bear some resemblance to the analogy, but we have searched for reasons and the foundations for selecting a pattern for developing thirteen years of social studies learnings for young people.

Tradition and practices have been examined by members of the committee. Research has been studied. Trends have been observed. The present status of social studies education across the nation and the work of the Social Studies Projects, indicating sweeping changes in some cases, have come under scrutiny.

The National Council for the Social Studies describes three possibilities for a framework:

1. "The recent concern over structure as a guide for the organization of instruction has reinforced this position . . . (Separate courses of history, geography, sociology, economics . . . at an early age . . . .)
2. ". . . . a generally opposed school of curriculum makers . . . seek a foundation for the social studies in current or recurring problems which face the society in which the student is living. The very term social studies implies, according to this school of thought, an **interdisciplinary approach to a study of society.**"
3. "A third approach . . . is to have the specialists identify the major concepts in each discipline . . . the problem of identifying the concepts has proved to be difficult and the natural follow-up of selecting materials for each age level to develop these concepts is proved to be even harder . . ."

The Planning Committee considered these ideas for a curriculum design in terms of these factors:

a. What is the role of the school in our society? the functions of the social studies teacher? all teachers?
b. How does learning occur and occur most effectively?
c. What are children and young people really like — their interests, their needs, capacities?
d. What are the realities of our world, our society, our communities, our homes, our schools, our churches and our daily living?
e. What are our objectives and how can we assure ourselves of the accomplishment of them, in some modest degree, at least?
f. What curriculum plan is wisest for South Dakota?

Emerging with the given factors, the time and energy of committee members, the finances for support, and resources available the Planning Committee arrived at the following agreements:

1. The curriculum design must meet the need of young people in South Dakota.
2. The curriculum design must encompass the wisest choices for the finest development of children and youth.
3. The curriculum design must convey, in a modest form of two dimensions on paper, the thinking and research done in more comprehensive forms.

Therefore, the design includes:

1. A foundation of basic concepts to be developed.
2. A close interrelationship of six major disciplines (social sciences) throughout the first seven years, K-6.
3. Emphasis on one or two social sciences each year with efforts to see deeper relationships among all social sciences periodically, e.g., a unifying plan at fourth grade in viewing the state and at sixth grade in studying the western world in terms of a world setting, the sampling of cultures around the world.
4. A major emphasis upon the separate sciences in grades 7-9, e.g., 7th year, **sociology** as a central core in studying Man and His Culture; 8th year, **economics** as a central core; and 9th year, **political science.**

5. An emphasis upon application of knowledge and generalizations and principles in the tenth year.
6. Unifying all disciplines with a concentration upon the United States in the eleventh year.
7. A unifying of all disciplines and application of knowledge and testing of concepts applied to today's world and its problems.

You can see that a 13-year program must be the product of many people. Conflicts, compromises, and delayed judgments marked the work of the committees. The design that exists in the minds of members can be described as an artistic effort in form, pattern, and balance. Craftsmanship is less accomplished.

In the language of the teacher we seek these goals:

1. To help the student meet the demands of contemporary living within AND BEYOND the confines of school that he might know his fullest and best self.
2. To assess and practice at all times the democratic processes and evidenced human values such as concern for others and respect for the dignity and worth of every human being.
3. To arrange sequences of learning activities through which learners gain understanding of the relatedness of concepts of social sciences.
4. To create classroom experiences — and beyond, when realistic, — to deepen and broaden concepts already developing and to introduce new concepts when appropriate.
5. To stimulate problem-solving experiences that teach critical and logical thinking and provide practice in the strategies of investigation within the range of the learner's abilities.
6. To use inductive processes to help learners develop the strategies for reaching conclusions and making generalizations.
7. To teach along a continuum the specific skills needed in all areas of social learning.

PATTERNS FOR LEARNING—PERFORMANCE CRITERIA

Since it has become evident that the writing of objectives may become only an ivory-tower pastime, and bear little relationship to the outcomes and evaluation processes, self-assessing teachers challenge themselves to look for more precise evidence of learning in their students. Establishing performance criteria has become one applicable solution.
Re-defining objectives as verbal expressions of what is to be attained in any type of learning situation compels us to examine the principles.

1. Learning is change in behavior.
2. Behavioral changes resulting from learning are observable and measurable.
3. Learning is an individual process and objectives are to be expressed from the individual learner's viewpoint.
4. Learning is varied; there is no best or universal method.
5. Everyone can learn. ("The commonly held concepts relating to non-learners that they are dumb, stupid, or incapable of learning will no longer serve as a rationale for failing to teach students," says Dr. Richard W. Burns, Contributing Editor, **Educational Technology**, October 30, 1967.)

Specific objectives define in clear terms the ultimate behavior to be exhibited by any and all learners:

1. Name the type or category of behavior. Is the learner to gain knowledge, give evidence of an understanding, develop or practice a skill?

   Knowledge refers to facts, names, technical vocabulary, and specific terms of information.
   Understandings are complex behaviors pertaining to procresses, concepts, and generalizations. Some of the processes are associated with problem-solving, cause-effect relationships, abstraction, synthesis, analysis, image formation, and discrimination.
   Skills are psycho-motor behaviors. Skills are generally complex and sequential behavior patterns which may be difficult to measure in practical ways.

2. Name the behavior to be developed.
   Ex.: The learner is to develop a knowledge of twenty-five technical words so that he can write, from memory, sentences using twenty-four of the terms.
3. Describe the expected behavior.
   This behavioral description is a work-picture of the behavior which implies, or states, the standard of performance. The description might also include a statement of conditions under which behavior is to operate.

In relation to teaching and the achievement of learners' objectives we must classify instruction as being **results-oriented** and **student-oriented,** not **teacher-oriented.** Instruction also is to know the laws of nature relating to behavior change and application. Seen in total perspective, performance criteria falls into place in the techniques and procedures of instruction in this series of teacher planning: [1]

1. Task analysis
   What is instruction to facilitate?
   What are the prominent features of the desired performance?
   What are the characteristics of satisfactory performance?
2. Objectives specification
   What are the specific and visible intents in the cognitive, affective, and psycho-motor areas?
3. Population specification
   What are the relevant characteristics of the learners?
4. Criteria development
   What type of behavorial evidence is suitable for assessing achievement of each type of objective?
   How can appropriate items be developed?
5. Process development
   What are the appropriate teaching tools and resources?
   What types of performances are to be selected?
   What types of experiences (within space, time, money, and restraints) are to be recommended?
6. Material selection — resource materials, resource people, libraries, pictures, audio-visual, electronic devices, television . . .
7. Systems improvement
   How can I analyze weaknesses?
   How can I make comparisons between process and result?
   How can I make comparisons between result and intent?
8. Implementation analysis
   Does each part of the process fit the individuals needs?
9. Change induction
10. Instructional advancement
    How can I analyze objectively?
    How can I evaluate work of self and others?
    What questions need I ask?
11. Further instructional assessment
    Am I aware that learners imitate behavior models?

[1] From Robert F. Mager's description as found in **Educational Technology,** May 15, 1967.

OBJECTIVES:

ATTITUDES

Most subtle of all objectives are the intangible feelings and attitudes. A word, a smile, a supporting look, teacher behavior, and the community can work together to help children and youth

Attitudes toward the Individual	Understand the privileges of a democratic society based upon a belief in the dignity of man and the value of the individual
Attitudes toward our Heritage	Understand, feel, and react to the intellectual and cultural contributions that have enriched the heritage of the nation and the world
Attitudes toward Change	Understand how tradition came into being and when, why, and how to induce change or accept or reject it
Attitudes toward Personal Behavior	Understand the importance of having personal beliefs and acting upon them in such a way that self-sacrifice and service substitute for uncontrolled conflict

KNOWLEDGE

Maturation and gaining knowledge and wisdom are interwoven. With emphasis upon intellectual development we must look at the building blocks — facts, understandings, generalizations, principles, and concepts — as we help children and young people

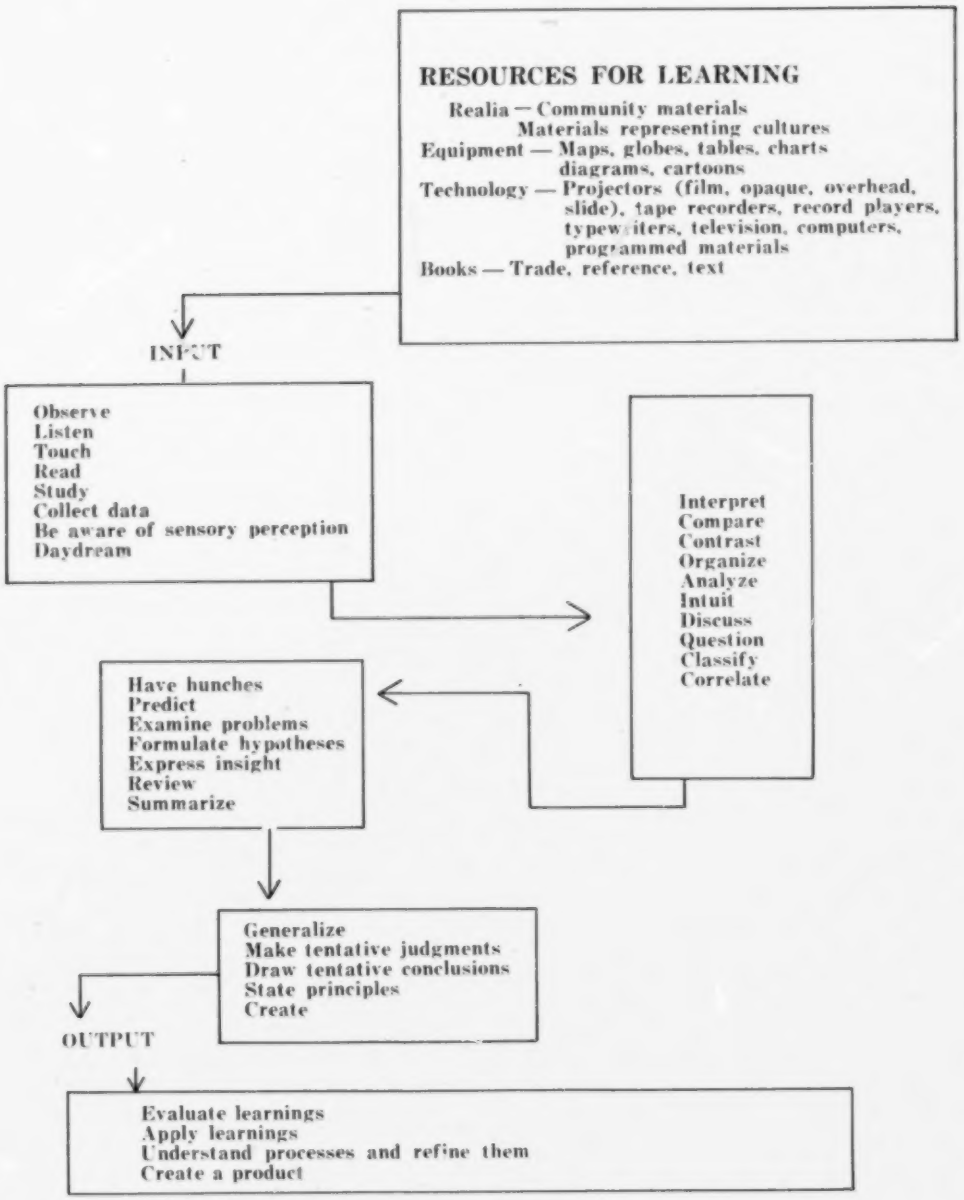
Concepts and Structure	Understand the basic concepts and the structure of the social sciences
Learing how to Learn	Understand that learning plays a significant role in determining the behavior of men
Uses of the Environment	Understand that man is more than a biological entity, but as such must adapt to his environment and make intelligent use of his resources in order to survive
Learning to work Cooperatively	Understand that man expresses himself best and satisfies most of his needs as a cooperating member of a group
Wisdom in the use of Knowledge	Understand that knowledge must be used to give direction to human experience and to improve the human condition

SKILLS

A responsibility of the social studies teacher is the development of skills that build adequately functioning citizens in a democratic society. A listing of such skills to be developed sequentially for each learner includes knowing how

1. to discover and define problems
2. to locate sources of information which may be analyzed, generalized, and synthesized
3. to collect and organize data, formulate hypotheses, and discuss tentative conclusions
4. to "read" social studies — graphs, charts, maps, and other symbolic data
5. to demonstrate the awareness of the interrelatedness of knowledge included in the six disciplines
6. to outline as a procedure for organizing new ideas effectively
7. to explain an idea or concept to someone who knows little about it
8. to make choices through interpreting a sequence of events
9. to delegate and accept responsibility and authority
10. to reach consensus in common school affairs
11. to act as an individual and to know when to conform
12. to judge the quality of one's performance

PROGRAMMING SKILLS



PLANNING A UNIT

Observe the total goals, sequence, and content of the 13-year social studies program
Study the details of the year that precedes and the one that follows the one you will plan. Know precisely how your year of planning will fit into the entire design.
Decide on the order of units that will be most beneficial for you and your students.
Select the unit to be taught.

1. Read in depth the content that will contribute to your personal growth.
2. Read widely among the materials that can be used with students of varying abilities.
3. Search out related resources that can contribute to animation in the classroom, that can stir interest in the specific learnings you plan, and those that students can use for independent study.
4. Specifically, structure or pattern to suit the time, content, and purposes of the unit.
    a. Basic concepts to be used
    b. Specific concepts related to content
    c. General objectives
    d. Specific objectives
    e. Overview of the unit

WORK OUT DETAILS OF THE UNIT

1. Determine time that can be allowed
2. Set up a pacing pattern—study time, discussion (large or small group), teacher-pupil planning, performance by students, products to be developed, evaluating
3. Detail each day's sequence
    a. Setting specific objectives
    b. Detailing the teaching-learning structure
        Inductive, problem-solving, inquiry methods
        Deductive methods
        Skills taught and practiced
        Information-gaining sessions
            Reading
            Listening
            Observing
    c. Planning techniques and devices
    d. Determining a summarizing process
    e. Evaluating the learning — and teaching
4. Summarize the entire unit
5. Evaluate the entire unit

Pilot teachers in South Dakota have been active in building and testing units recommended in **Social Studies Guidelines, K-12.** One unit for each year has been written in detail. Suggestions for an overview, approaches to lessons, and teaching procedures are included. As far as possible, a bibliography has been developed. These mimeographed models, cooperatively developed and written, are available **only upon request** from the State Department of Public Instruction, Pierre, South Dakota.
You will note that there are open-ended listings in the guide as well as in the units. As you locate new materials and develop new ideas with your students, keep a running record and write them in the units. These may later be used as suggestions for rewriting the units and developing the remaining ones in the guide.

EVALUATION

Evaluation, from its nature and purpose, is a process that demands explanation and description in terms of the objectives. Evaluation involves a web of judgments based upon interactions. First, teachers and learners concern themselves with setting objectives. Following this, learners participate in a variety of purposeful activities. These activities, then, provide or do not provide the evidence that learners have developed the ability to build concepts and create a value system for themselves. Teachers have the responsibility of judging both the quality and quantity of growth in terms of the achievement of the objectives of the program. Evaluation is a continuous flow of decisions and judgments. Looking at the objectives of the program in this guide, we must devise means to measure growth in not only facts but in principles, generalizations and concepts. For example:

How is the student's understanding of such broad concepts as democracy, government or culture determined?

How is the quality of citizenship measured after 13 years of formal instruction?

What are the effective means of measuring change in a culture, ability to organize information, or the location of a mountain range?

The specific methods of evaluation are the professional problems of each teacher. Besides tests and observations the knowledge of other instruments and procedures is an area worthy of exploration, particularly if the total behavorial pattern of the learner is to be judged.

Very specifically, the process of evaluation, carried on continuously, may compel every professional teacher to ask himself often:

In what ways do I create an atmosphere in which learners interrelate their learnings?

What assumptions am I making about these children and young people—their backgrounds, their abilities, their interests?

What guidance am I offering in improving the learning processes of each student?

Am I honestly developing the thinking potential of each one? How? How do I know?

How am I specifically helping each learner to accept responsibility and to make sound decisions?

By what precise means am I reinforcing the learner in his direction of achievement?

Can I assess the strengths in the teaching processes that give continued impetus to those who are learning?

Can I assess the weaknesses in the teaching processes that seem to impede the learning of some?

Do I consider all aspects of the learning processes in determining an evaluation called a "grade"?

GRADUATION — A TIME FOR ASSESSMENT

Throughout the thirteen-year program of social studies the focus is upon the development of young people. As we consider the potential of each student, we might ask if he is

1. Developing skills and an expertness in defining and solving problems that lead to self-direction and self-discipline?

2. Becoming aware of the wisdom of having a personal philosophy and value systems to test judgments and make decisions?

3. Growing in the ability and skill to organize and classify knowledge into clusters and constellations in order to analyze problems, hypothesize, recognize possible solutions, and apply this power?

4. Developing innumerable scoial science concepts, major and minor ones, in great depth and with planned reinforcement?

5. Continuing, with discernment and discrimination, to gain facts and to grow in knowledge of an organized nature and pattern?

THE SOCIAL SCIENCES

In coming of age, the social sciences, contrasted with natural sciences that integrate their meanings from empirical data, have been pressed into greater objectivity as they become a part of the curriculum. Social scientists, using the appropriate tools for study, yet being cognizant of the intellectual integrity of scholarship, have faced problems of attitudes and value judgments and the relevance of knowledge to real human concerns. Hence, in this seeming ambivalence there can be only one focus in all of the social sciences — MAN.

Six major social sciences are used as the foundation for this guide — history, anthropology, sociology, political science, economics, and geography. The code word from these six words is HASPEG.

Believing that more valuable and useful knowledge can come from unifying these disciplines for young children, the educators of our state see the first seven years, K-6, of the state program as a closely woven fabric of the six areas. Some emphasis is given to a balance of the sciences through a detailed study of cultures, which occurs in depth with South Dakota and, later, with world cultures.

The following statements about each discipline are used only as starting points for your consideration. However, major concepts from each are introduced in the first year, if appropriate, and continued for twelve more years. By providing sustained continuity of the broad concepts and the postholing of knowledge as a means of building concepts and developing applicable generalizations, it is possible to create an effective program of social learning for all children and youth.

HISTORY

The central category in the field of history is TIME. The subject matter of history is what happened in the past or human events of the past. Therefore, history is concerned with **past time.** The unit of historical inquiry, in which the full significance of time is revealed, is the event or the happening. The task of the historian is to describe, order, and interpret events.

The re-creating of events may be recounted in an imaginative way so as to move the reader by universal human appeal. But the goal of complete history, even of one event, is never attainable. The critical question then for the historian is the grounds for selecting what he will include in his account. When other questions are asked by the historian, he is faced with what persons have done in the deliberate exercise of their freedom and in the light of moral consciousness.

"History is an autonomous and distinctive field whose special office is to integrate meanings from the other realms, primarily in the mode of temporal relation. **Historical understanding is personal insight expressed in ordinary language, informed by scientific knowledge, transformed by esthetic imagination, and infused by moral consciousness.**" [1]

The aim of historical inquiry, seemingly simple, is to ascertain **facts** about the human past, but some of the complexity of the educator's problems lies in the fact that history as a discipline always remains as an interdisciplinary discipline.

ANTHROPOLOGY

The myriad forms of social usage do much to set the tone of life of a people, providing means of expression which extend, complement, and enrich the meanings carried by ordinary language. Cultural anthropologists have done much to demonstrate the significance of customs in the life of mankind. They have shown that customary behavior is not an aggregate of separate events, but is patterned into an interconnected whole.

Modern anthropologists tell us how we might go about learning the customs of others: (1) developing an attitude of interest in, respect for, and attentiveness to other peoples and their ways, and (2) employing a discovery of the characteristic patterns of meaning so that isolated acts may be interpreted within the context of the culture as an intricately balanced and articulated whole. "Modern educators, who tend to overemphasize the literal and verbal modes of communication, would do well to devote more attention to the abiding importance of ritual symbols in the nurture of human personality and in the conservation and enrichment of cultural values." [1]

[1] Phenix, Philip H., **Realms of Meaning.** McGraw Hill Book Company, New York, 1964

[1] Phenix, Philip H., **Realms of Meaning.** McGraw-Hill Book Company, New York, 1964

Of the disciplines selected for inclusion in the South Dakota Guide, anthropology is the most comprehensive, including studies of all aspects of the man-made world from languages and tools to law, manners, and religion. Other social sciences illustrate more clearly a distinctive domain of inquiry.

SOCIOLOGY

Sociology is a relatively new science concerned with extremely complex individual-group relationships. By Max Weber's definition it is a science "which aims at the interpretive understanding of social behavior in order to gain an explanation of its causes, its course, and its effects." Weber means by 'behavior' the conscious and deliberate acts that are distinctly human, with purposes and ends in view, and motivated by certain attitudes and feelings.

Sociology concerns itself with **social groups** as systems of **social interaction**, **social norms** specifying rules of behavior, rights, obligations, and violations which bring sanctions, and **social structure.** Sociology also includes the process of learning a culture—**socialization or enculturation. Social change** is analyzed in terms of the concepts of structure, function, and **social needs.** The subject matter comprises every kind of **social interaction.**

Today in sociology, trends indicate a heavy stress on the empirical methods of the objective scientists and the mathematical treatment of data, studies of social deviation, and specialization.

Surely, with the socialization process (EDUCATION) of young children in South Dakota, according to this guide, there is emphasis upon the humanness of Man.

POLITICAL SCIENCE

Dissatisfaction with traditional political science has produced a kind of debate between the traditionalists and behaviorists with the latter insisting that "the basic matter of politics and government is the **behavior of people.**" In the new consensus which seems to be emerging this proposition seems to meet acceptance: That the study of political behavior is an approach which aims at stating all the phenomena of government in terms of the observed and observable behavior of men. Also emerging from the debate is a reunited science in pursuit of the common goal of the discipline — the accumulation of a systematic and orderly body of knowledge about the political universe.

The "new mood" political science might include, for example, voting behavior, the use of survey methods, studies of political participation, and the psychological characteristics of "political man"—his attitudes, beliefs, and personality.

One major element in the new development includes the field of comparative government which has suffered from the traditional orientations, thus failing to escape its geographical limitations. The past comparative studies have also been predominantly descriptive rather than problem-solving. They have also tended to be explanatory or analytical in method. With the fresh infusion of the spirit of empirical inquiry, namely the scientific inquiry, political science has found a new position.

ECONOMICS

Economics differs from sociology in that it is a more specialized discipline and deals with only one department of social behavior. Economics may be defined as the study of how man and society choose, with or without the use of money, to employ scarce productive resources to produce various commodities over time and distribute them for consumption now and in the future, among various people and groups in society.

Many different economic arrangements are possible, and the decisions as to what system of production and distribution is used depends upon many considerations, including historical precedents, cultural patterns, geographical and natural resources, population, intellectual, scientific and technical development, religious beliefs, and political factors. A comprehensive understanding of economics requires the use of comparative methods, in which similarities and differences between economic systems are analyzed.

Max Weber
*German sociologist, economist, political writer, 1864-1920.

Because economic activity deals with problems belonging in the realm of social policy care must be exercised to say the economist does not say what **ought** to be, but what **is**, what **can be**, and **how** a goal may be reached.

The starting point for all consideration of economics is natural resources and the basic ingenuity and motivation of man. All material wealth is drawn from the bounty of the earth and is appropriated by the people who inhabit the earth. Labor and capital extract and transform the raw materials. Specialization and division of labor create greater productivity. The products of labor are the goods and services that people need and want.

Exchange of goods brings up problems of a market system such as supply and demand, prices, competition, monopoly. A highly developed currency system facilitates the conduct and development of the market. Methods of analyses include not only mathematical models, but also the more traditional verbal and graphic models.

A study of economics also includes a study of business organization, credit, wage and price controls, regulations, social security regulations and international policies. Consequently, the concern of the teacher is to develop understanding of the language of the economic system as well as to create an insightful analysis and method of inquiry into current economic problems. In addition, the typical areas of consumer economics and personal finance must be recognized as legitimate units of study throughout the learning sequence.

GEOGRAPHY

Geography is a descriptive discipline concerned with facts about the earth as man's habitation. It differs from the other sciences in one major respect, namely, that the ideal of geographic knowledge is not generalizations and laws so much as it is full understanding of particular peoples and places. In this respect it resembles anthropology with its descriptions of particular cultures.

Geography has wide integrative sweep, utilizing and coordinating knowledge from many other disciplines. In this way it resembles history. But the major organizing principle of geography is PLACE rather than time.

Robert H. Fuson, Geographer, University of South Florida, maintains that geography, in spite of its great strength as an integrative subject, has not enjoyed better treatment because "it is poorly taught." He continues to say that geography must be taught inductively; conclusions and generalizations must arise from an analysis of particulars.

"With adequate lines of communication geographers could show that all the great forces of change moving across the earth today are, at their core, changes that require an integration of the physical and social sciences before they may be comprehended . . ."—world's population, urban problems, automation, rapid improvements in transportation and communication, and standards of living. All of these forces of change demand the intellectual integration that modern geography alone can offer. What "geography" must teach is that different people (cultures) have different value systems and assign value to varied aspects of nature and society. To some peoples the forest is not a resource, but more of a nuisance. The Great Plains were identified by some as the Great Desert. This constant necessity to relate man to the land, and vice-versa, cannot be done outside geography.

THE CONCEPTUAL FRAMEWORK OF THE GUIDE

In reviewing the possibilities of a framework for the curriculum design you will note the expression by the National Council: "... have the specialists identify the major concepts in each discipline. The problem of identifying the concepts has proved to be difficult and the natural follow-up of selecting materials for each age level to develop these concepts is proved to be even harder." This is the position taken in this guide. To teach social studies is to think, plan, and work.

Your committees and teachers in South Dakota have made basic assumptions about the professional attitudes of your staff. Developing a school curriculum using the State guidelines is a professional challenge. It is not possible for others to plan in detail for a teacher in a classroom.

Use the 33 basic concepts as a foundation program. Accent some concepts every year — perhaps in every unit. Posthole (go into great depth) some concepts when it is strategic to do so for effective learning. If these 33 'big ideas' are taught and retaught with fresh content each year, they have a chance to be learned. As you plan for 13 years within each school system, offer a rich variety of content of interest to students. The planners of this program urge a great use of contemporary materials which add interest and significance for the learners. As you continue to work from kindergarten through twelfth grade on developing thoroughly a single concept, weigh your content to see that it moves from the simple to the complex, from the gross to the refined, and from the concrete to the abstract — all to a point of performance and applicability.

CONCEPTS

HISTORY

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.
2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.
3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.
4. Acts and events have consequences (cause and effect). Causes are rarely simple. Consequences may be predictable or unforeseen; some are short-lived while others are long-lasting. A knowledge and understanding of the past is useful in meeting the problems of the present, but history offers no immutable laws or inevitables upon which to base decisions.
5. People tend to judge or interpret the past in light of their own times. Each generation seeks to rediscover and verify the past. The historical record is always influenced by the times and culture of the historian. (Study the nature of evidence.)
6. Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage.

ANTHROPOLOGY

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.
2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.
3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting materials and products.
4. Human beings are, in part, a product of their culture.
5. Every human cultural system is logical and coherent **in its own terms**, given the basic assumptions and knowledge available to the specific community.
6. Cultural change occurs continuously and at an accelerating rate.

SOCIOLOGY

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.
2. Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behavior in a variety of societies.
3. As a group member, man performs given roles and has some understanding of the expectations associated with those roles. As a member of various groups, man may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.
4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

[1] Refer to **Curriculum Design** section, p. 4.

POLITICAL SCIENCE

1. Society, through political institutions, resolves problems not solved by other institutions.
2. Governments are established by men. In some situations people delegate authority to government; in others, authority is imposed.
3. Political ideals, values, attitudes, and institutions develop and change over a period of time.
4. Democracy is a form of government in which decision-making is in the hands of the people who make their desires known through voting, political parties, and pressure groups. Democracy seeks to protect the rights of the individual and those of minority groups.
5. Responsible citizenship involves active participation in the process of governing.
6. All levels of government are interrelated. The larger the society, the more the individual must rely upon group membership and representation to achieve his aims. At the world level, all nations are interdependent.

ECONOMICS

1. All economic systems are confronted by the problems of relative scarcity of unlimited wants and unlimited resources.
2. Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization are the results of his desire to produce more, better, and faster.
3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.
4. Mankind is faced with decisions for production, uses of resources, goods and services, and the distribution of products.
5. Personal finance study, including personal money management and asset control, is basic to the successful functioning of the individual in our American society.
6. Economic systems possess regularities which make certain forms of prediction possible.

GEOGRAPHY

1. Each individual place or area on earth is related to all other places on earth in terms of size, direction, distance, and time.
2. Maps represent different ways of viewing the earth. There are many kinds, sizes, and forms of maps that are useful to specific people and groups of citizens in general.
3. A human settlement, whether a farm, business, or metropolis, is related to other places which supply it or receive from it goods and services in a form of geographic linkage.
4. A region is a mental concept useful in organizing knowledge about the earth and its people. In some respects a region may have relatively homogeneous characteristics; in others, relatively distinctive aspects.
5. The nature and conditions of the earth influence people, but cultural achievements and the ability to think cause people to be able to modify the environments to suit their purposes.

INTRODUCTION TO CONTENT

The sequence of content recommended in this guide is not offered as a launching pad for a prescribed plan of teaching social studies. Here is a recommendation for potential development which can provide the following:

1. a **broad** program that offers an approach to new content each year without a monotonous repetition

2. a **balanced** program of content that is more viable than a restacking of subject matter that gives only the illusion of being creative and dynamic

3. a **lively** program that offers valuable learnings while children live positively in the classroom each day

4. a **rich** program through which children explore across time and place in relation to Man and his concerns.

Each independent school system, each staff, or each teacher is to select, beyond the suggestions of the 13-year program, the units, the timing, the materials, and teaching strategies most suitable for the learners at the time of learning.

KINDERGARTEN: The Child Views His World

Factual materials, long emphasized without relationships, are to be regarded as essential, but from the viewpoint of their importance to the child. In looking at a new program of social studies, the five-year old will recognize himself as an individual as well as a member of several groups. This is his introduction to the meanings of the disciplines in his own living.

In history we commemorate the holidays and talk about our historical heritage. Plans include observations about the different ways people live. In economics, the child becomes aware of the family income and its limitations. When the child realizes that he is a part of his family and that his behavior is affected by, and affects, others, he is learning the rudiments of sociology, anthropology, and political science. Knowingly, we plan for meaningful experiences in the various social sciences.

UNITS

I. The Child Comes to School
- A. Identifying self in a group
- B. Understanding group order
- C. Building self-control
- D. Meeting new friends
- E. Learning the rules

II. Home and Family
- A. Identifying self as a family member
  - 1. Observing family organization
  - 2. Observing likenesses in families
- B. Identifying self as a school member

III. The School Environment
- A. Physical environment
- B. Acceptance of group membership
- C. Acceptance of an orderly society

IV. Meeting Children of Other Lands
- A. Alaskan children
- B. English children
- C. Mexican children

V. American Heritage
- A. Development of a sense of loyalty — to home, friends, school, community
- B. Meaning of holidays and events

FIRST YEAR: The Child Learns About His World

During this year children learn to know their local area. Then they move to life in other lands. Children learn simple map and globe skills. Stress is placed upon the use of pictures and other visual materials, upon direct observation within the community and upon children's literature to teach about other peoples of the world.

The intellectual skills of classifying, organizing, comparing and contrasting, and analyzing are to be practiced at a comfortable level of understanding.

UNITS

I. Orientation
- A. Learning to know class members
- B. Understanding school rules

II. Families in the community
- A. The child's family
- B. Other family patterns — reasons for likenesses and differences

III. School environment
- A. Organization
- B. Order, rules, safety
- C. Reasons for "school"

IV. Seeing Homes in Other Lands
- A. Hawaiian homes
- B. Japanese homes
- C. Urban homes
- D. Rural homes

V. American Heritage
- A. Development of a sense of loyalty — home, friends, school, community
- B. Meaning of holidays and special events

SECOND YEAR: Families Around the World

Children will study families from different societies and make comparisons with their own families. The family is being used as a means of teaching a series of important social science concepts related to kinds of cultures, social organizations, social processes, and how these are affected by location. The selection of families with different structures and role differentiations will help emphasize the variability of human behavior. Despite the diversity, children will learn to generalize about the universals. We must help children learn that all people have to satisfy certain basic needs, but that they satisfy them in different ways.

UNITS

I. Orientation
- A. Learning to know each other
- B. Learning to understand group rules and habit patterns

II. The Local Neighborhood
- A. Geographically —Beginning of maps...
- B. Socially —Traditions, local pride, customs
- C. Economically —"Main street," occupations in families, economic specialization
- D. Historically —"Long ago"
- E. Culturally —Leisure-time, parks, beauty...
- F. Politically —Care of streets and roads, services, leaders

III. Knowing Neighborhoods in Other Lands (Economically, Socially, Geographically)
- A. Fishing neighborhoods
- B. Small-town neighborhoods
- C. Shopping-Center neighborhoods
- D. Ranching neighborhoods
- E. Seacoast neighborhoods
- F. Mountain valley neighborhoods

IV. American Heritage
- A. Development of a sense of loyalty — to home, friends, school, community
- B. Meanings of holidays and special events

THIRD YEAR: Communities Around the World

The common interests of mankind are beginning to be more closely woven into the child's learning. This means that the six disciplines are knowingly meshed into meaningful learning experiences from which the children generalize and hypothesize.

The basic concepts of the social sciences begin to emerge as the child identifies himself, through comparisons and contrasts, with people in other parts of the world. The interdependence of people throughout the world may help develop new insights in understanding conditions and the recognition of problems to be solved.

UNITS

I. Indian Communities
- A. Origin of Indian cultures in America
- B. Bands and tribes
- C. East Coast Indians
- D. Sioux Indians (Great Plains)
- E. Desert (Navajo)
- F. Fishermen (Alaskan)

II. Pioneer Communities
- A. Local stories (narrative form)
- B. Pioneers in own community
- C. Concept of PIONEER as applied to present events

III. Our Community
- A. Growth from pioneer times
- B. Location, size . . .
- C. Resources
- D. Economics
- E. Government
- F. Beauty

IV. World Communities
- A. The Netherlands
- B. India
- C. Argentina
- D. China
- E. England
- F. Switzerland
- G. Island communities — Puerto Rico, Hawaii
- H.

V. American Heritage

FOURTH YEAR: The State in a Global Setting

Trends across the nation indicate that a study of the state is the rightful learning realm for nine to ten-year-old children. An intensive study of South Dakota, with the first planned effort of relating the six disciplines is to occur. A prolonged unit on the state may be done first before the comparative studies begin. Children will learn through many experiences that in resources South Dakota is like many other areas of the world. Contrasts may be emphasized in terms of what others have done with similar resources. This will require a more formal approach to geography than in the earlier years. In a limited number of comparisons and contrasts the children will have a "posthole" effect of knowing in depth; this will eliminate a superficial "covering the subject."

UNITS

I. The Story of South Dakota (about one semester)
   - A. Historically
   - B. Anthropologically
   - C. Sociologically
   - D. Economically
   - E. Geographically
   - F. Politically

II. Economically — Geographically similar areas
   - A. Agriculture
     1. Australia
   - B. Lumber
     1. Oregon
     2. South America
   - C. Fishing
     1. Maine
     2. Europe
     3. Gulf of Mexico
   - D. Desert
     1. Southwestern United States
     2. South America
   - E. Manufacturing and Distribution
     1. Japan
     2. Great Lakes region

III. Formal Geography interrelated to all work

IV. American Heritage

After the postholing of understandings, content, and concepts relating to South Dakota, an expanding of these should occur in each of the following years.

FIFTH YEAR: How Nations Develop

The concepts of **exploration, colonization** and **revolution** in terms of man and his needs are to be probed in depth. Why do people leave homes and homelands? Why do they go where they do? What are the stories of those who came to the western world, particularly the United States and Canada? What are the long-range results?

When exploration and colonization lead to conflict, such as a revolution, what are the true stories of the people? What were the outcomes of the revolution of the early American colonists? How do colonial people establish a government and a working economy today?

Answering the above questions will help ten- and eleven-year old students see cause and effect relationships and see a continuity in man's affairs — the beginning of historical sequence.

An understanding of a developing economy will help children see economics in a broad setting beyond the local. This will require a geographical understanding and an appreciation of natural resources of the United States.

Knowledge of Canada can serve as the basis for a comparative study. Other areas, previously studied, are to be compared and contrasted, also.

UNITS

I. Exploration Around the World
   A. Knowledge explosion in Europe 1400-1600
   B. Movements out into the world
      1. Asia
      2. Africa
      3. Western hemisphere

II. Colonization Around the World
   A. Spanish
   B. French
   C. British
   D. Scandinavian
   E. The Netherlands

III. Revolution and Conflict
   A. Conflicts of interest
   B. Conflicts of ownership
   C. Conflicts of ideas
   D. Resolution of conflict
      1. Social
      2. Personal
      3. Political
   E. Wars and arbitration

IV. Development and Growth
   A. Colonies around the world
   B. Colonies in the western hemisphere
      1. Posthole development of the United States
      2. Use H.A.S.P.E.G. (history, anthropology, sociology, science, economics, geography)

V. Comparative Study — Canada
   A. Exploration
   B. Colonization
   C. Conflicts
   D. Development

Review EXPLORATIONS of fur traders in South Dakota. Recall the problems of settlers in South Dakota and conflicts with Indians under COLONIZATION. Compare and contrast development and growth of our state with other colonial efforts. Include under REVOLUTION AND CONFLICT a review of South Dakota Indians.

SIXTH YEAR: How Other Cultures Grew

This is the year the student moves out of his own environment to see others living in changes of times and places. Essentially, unless there is strength built into the teaching procedure, this can be only an accumulation of facts. The facts, necessary and useful, will be valuable to help teach generalizations and to effect relationships if students are guided. Comparative stud of the cultures will produce intellectual involvement beyond the recital of facts, e.g., What causes a culture to diminish in importance? How does a culture grow in importance among the peoples of the world? What are the effects of cultures in conflict? How can conflict be reduced among nations?

As students bring their geographical knowledge to bear upon events in history, can predictions be made in order to build stability? Are there new ways of looking at economic problems of scarcity in terms of the needs of an increasing population? Emphasize exact vocabulary while postholing geographic concepts.

Tv children are already involved in world problems.

UNITS

I. Introductory Unit
- A. A summary of the United States culture
  1. History
  2. Anthropology
  3. Sociology
  4. Political Science
  5. Economics
  6. Geography

  Use some device to synthesize knowledge of students. Use a device to round out understanding.
- B. Prepare students for making comparisons and contrasts and analysis

II. Cultures Vary Geographically
- A. How cultures came to be
  1. Mediterranean Sea
  2. Japan
  3. Mexico (Aztecs)
- B. Differences (climate, topography, location, resources)
  1. Mediterranean / South Africa
  2. India / Brazil
  3. Peru, Ecuador, Chile / Scandinavia

III. Cultures Vary Historically
- A. Greece / Spain
- B. Russia / United States
- C. Great Britain / Japan

IV. Cultures Change with Conflicts
- A. Arabia / Fertile Crescent
- B. Spain
- C. Great Plains in the United States

Under unit IV help students build a deep understanding of the conflict between Indian people and those who came to South Dakota to exploit its resources. Work to develop a feeling of tolerance for those who were involved in the conflicts.

SEVENTH YEAR: Man and Culture

Because the twelve- and thirteen-year-old student has his own singular needs, this is a particularly stimulating year for understanding his own role in his society. With insight into the need of young people, teachers may teach the principles of sociology and the concepts of anthropology in some depth. By these means students may begin to understand how anthropologists and sociologists contribute to our fund of knowledge as true scientists.

With the following program it is possible for students to add understandings of the economic and political systems. By helping the junior high school student know, in a three-year program, the principles of sociology, economics, and political science, we can guide them toward the goal of self-realization.

UNITS SOCIOLOGY — ANTHROPOLOGY

I. Man Becomes a Human Being
- A. Gifts of Man
  - 1. Body — contrasts with animals — posture, instincts, imprinting
  - 2. Mind — speech and communication, reasoning, intuition
- B. Power to change environment

II. Man Becomes a Social Being
- A. Basic Needs
  - 1. Food, clothing, shelter
  - 2. Interpersonal relationships
  - 3. Communication
  - 4. Security
  - 5. Opportunity to learn
  - 6. Predictability of social systems
  - 7. Overt goals
- B. Habits and Instincts
- C. Social Interaction
  - 1. Groups and Roles
  - 2. Organization — economic system, government, education, religion, recreation

III. The Family
- A. Meaning
- B. Functions
- C. Roles
- D. Structure
  - 1. Forms of marriage
  - 2. Kinship systems
- E. Changes in family organization
  - 1. Rural-urban
  - 2. Large-small
  - 3. Positions of members
- F. Historical Patterns
  - 1. American culture
    - a. Colonial
    - b. 19th Century
    - c. 20th Century
  - 2. Other cultures
    - a. China
    - b. Bachiga
    - c. Samoa
- D. Netsilik Indians

IV. Education as transmission of culture
- A. Purposes of education and institutions
- B. Modes
  - 1. Home and role imitation
  - 2. Apprenticeship
  - 3. Self-education
- C. Functions of schools
  - 1. Transmission
  - 2. Skills
  - 3. Intellectual development
  - 4. Attitude development
- D. Schools as organized bodies
  - 1. Roles of teachers and administrators
  - 2. Roles of students

V. Minorities in Cultures
- A. Meaning of minorities
- B. Bases of identifying minorities H.A.S.P.E.G.
- C. Case Study
  - 1. Indians of South Dakota
  - 2. Migrant workers in Midwest
  - 3. Hutterites

Under Unit V focus on the problems of the minority groups in South Dakota — their sociological and economic concerns. Use contemporary data on the problems of the Indians and the problems of minorities in the local areas.

EIGHTH YEAR: Socio-Economic Systems

Again, the social sciences are identified as they are used by the students. To a large extent, pupils will become familiar with the ideas and structure of the social sciences inductively through the inquiry method and activities. Pupils will apply these basic ideas in connection with economic and sociological problems. They will also use ideas from other social sciences as they study some of the problems. For example, the unit on Pockets of Poverty in the United States draws upon geography, sociology, and history as well as upon economics. Furthermore, students must understand the role of government in dealing with this and other problems. The course concludes (unless the optional unit is added) with an area study which emphasizes a contrasting economic system and socio-economic problems.

UNITS

I. Affluence in American Society
- A. Meaning
- B. Sources of Affluence
  1. Resources and management (conservation)
  2. Economic systems
  3. Political systems
  4. Education
  5. Exploration of change
- C. Issues
  1. Rights, roles, responsibilities — work, leisure, uses of resources
  2. Human beings in times of controversy

II. The Economic System and How It Works
- A. Decision-making
  1. Production
     a. uses of land, labor, capital
  2. Distribution
  3. Credit
- B. Decision makers
  1. Capitalism-policies, practices
  2. Other systems
- C. Large-scale industry
  1. Size of market
  2. Improvement of production
  3. Technology
  4. Organization
  5. Advantages — disadvantages
- D. Small-size industry in South Dakota

III. Our Economic System in Relation to Farm Problems
- A. Historical viewpoints
- B. Need for Conservation
- C. Marketing
- D. Role of Government
- E. Search for solutions

IV. Pockets of Poverty
- A. Meaning of poverty
- B. Attitudes toward "the poor"
  1. Indians of South Dakota
  2. Negroes
  3. Migrant workers
  4. Aged
  5. Welfare families
  6. The ill and handicapped
- C. Causes of poverty
  1. Inadequate education, skill, training
  2. Regional economics
  3. Technological changes
     Agriculture in South Dakota and the United States
     Mining in South Dakota and the United States
     Manufacturing in South Dakota and the United States
  4. Disability
  5. Discrimination and human feelings
- D. Possible solutions — "War on Poverty"
  1. Laws
  2. Community Action
  3. Long-range planning
  4. Attitudes and Values

V. Case Study of Socio-Economic Relationship — Sweden (optional)
- A. Economic Development
  1. Resources
  2. Economic system
  3. Political system
  4. Education
  5. Decision-making
- B. Historical changes
- C. Role of government
- D. The "Social Welfare State"
  1. The human being
  2. The economics

Relate problems of socio-economic import to South Dakota as a home-base approach. Compare and contrast.

NINTH YEAR: Political Organization of Man

This year draws most heavily upon political science but again uses concepts from other social sciences. The emphasis is upon the process of decision-making at the individual level as well as the higher level of interest groups and governmental institutions. Several of the units are developed with the use of case studies. The approach is to understand the actual process of arriving at collective decisions rather than the usual heavy emphasis upon the constitutional structure. However, students are made aware of how the structure of government affects and makes use of the decision-making process within and among groups.

UNITS

I. Man's Need for Stability and Security
   - A. Law and order
   - B. Predictability

II. How People in South Dakota organized politically
   - A. Historic account
     1. Lack of order — trappers, traders, mountain men, outlaws, fugitives
     2. The coming of order — posses, the sheriff
   - B. How today's pattern evolved
     1. Analysis
     2. Changes needed

III. Local Community and Political Organization and Function
   - A. Structure of the state in relation to the counties
   - B. The county
   - C. The township
   - D. The city and town
   - E. Current issues (appropriate for local area)

IV. Government on a large scale — the United States
   - A. Philosophy of democracy
     1. Liberty
     2. General welfare
     3. Majorities and minorities
   - B. The Constitution
     1. Basic principles
     2. Structure
     3. Changes
   - C. Processes and functions of government
     1. In South Dakota
     2. In the United States
        - a. Executive
        - b. Legislative
        - c. Judicial
   - D. Political parties
     1. Meaning — organization, roles, services, uses and abuses
     2. Rights AND responsibilities
     3. Public opinion (mass communication)
     4. Elections — voting, suffrage

Under Unit II build on previous study done during the 7th and 8th years. Relate sociological and economic development to the political. Build on understanding of the inter-relationships in South Dakota.

TENTH YEAR: Developed and Developing Cultures in Today's World

This course uses all of the social science disciplines to analyze the culture of the area studied. It draws upon the behavioral sciences studied previously in analyzing the economic, political and social systems. An attempt will be made to show how different social scientists study the area and the kinds of questions they ask. Emphasis will be upon universal patterns and generalizations as well as upon differences of area studies. The course emphasizes cultural values which give unity to the social system. It focuses upon cultural change and continuity during the study of the historical background of each area. Pupils will also study the relations of the area with other parts of the world.

UNITS

I. How to Observe and Study a Culture (Can be done by a case study — origin, growth and decline of a culture)
   A. Keys of analysis
      Race, geography, economics, sociology, religion, government and interrelationships
   B. The uses of sources and authority
      1. Uses of materials
      2. Comparisons and contrasts in evidence

II. Latin American Cultures
   A. Argentina
   B. Brazil
   C. Chile
   D. Venezuela
   E. Peru
   F. West Indies
   G. Mexico

III. The Arabian World
   A. Jewish Culture
   B. Moslem Culture
   C. The economics of oil

IV. The Asian Cultures
   A. China
   B. Japan
   C. India
   D. Southeastern Asia

V. Problems of Emerging Cultures
   A. East Africa
   B. South Africa
   C. Equatorial Africa

Make comparisons and contrasts in terms of what students observe and know about their state. How is South Dakota culture like that in other regions? How is it different? Why?

ELEVENTH YEAR: Development of the American Culture

This course has little resemblance to the typical United States History course in the senior high school. The course will be highly analytical, drawing upon the concepts pupils have learned from the other social sciences. Pupils will study the interrelationships among our social, political, and economic systems. They will study the cultural patterns which make one period different from another. And they will study factors resulting in social change. The course will continue to build concepts and generalizations from the social sciences.

UNITS

I. Summary of historic backgrounds
1600 — 1865
A. Geographic changes
B. Economic changes
C. Sociological changes
D. Political changes

II. The Emergence of Modern America
1898 — 1920
A. Agriculture and Agricultural Problems
B. Industry and Industrial Problems
C. Society and Social Problems
D. World Relationships
1. Effects of rapid economic growth
2. Acquisition of resources and American "spheres of influence"
3. Roles in world conflicts
a. Political
b. Economics
4. Attempts to create a world organization

III. Philosophy, Policies and Movements of Social Change
1898 — 1930
A. Progressivism
B. Conservatism
C. Isolationism
D. Radicalism

IV. Conflicts, Reversals, Wars
1929 — 1945
A. The Depression
B. Roosevelt's programs
C. Vanishing neutrality and World War II
D. Roles of the United States in resolving conflict

V. The Roles in World Affairs
A. Postwar Problems (1945 to the current year)
B. The Cold War
C. The New Frontier
D. Hunger, Population Problems, and the New Technology

What is the role of South Dakota in terms of national development? In terms of Unit V, Part D, give emphasis to the potential development of South Dakota.

TWELFTH YEAR: Policy Decisions and Conflicting Value Systems

After being involved in a spiral program moving about the disciplines, pupils should have a fairly good grasp of concepts and generalizations from the different social sciences. They should know something about the kinds of questions asked by those in each discipline and the methods used by each to advance knowledge in the field. This course builds upon what pupils have learned earlier. It consists of a series of domestic and international problems which pupils will analyze using the different disciplines for help. In essence, this course focuses upon problems facing the United States at home and abroad. Each problem involves value conflicts and policy decisions.

UNITS FOR PERSONAL APPLICATION OF KNOWLEDGE TO BUILD A VALUE SYSTEM

I. Lonely in a Crowd — Urbanization
   - A. In what ways are we moving toward a better society by massing millions in urban areas?
   - B. Who are You?
   - C. How can you identify yourself in a mass of billions of people?
   - D. How can your needs be met?
   - E. Is it possible to create ideal urban centers? What might they be like?

II. The Poor Are Always With Us — Economics
   - A. Who are the poor?
   - B. Is it possible for a society to care for its indigent and sustain one's sense of dignity and worth? How?
   - C. What means might make it possible to support an increasing population?
   - D. Who ought determine the size of a family?
   - E. With technological advances how can industry increase jobs?
   - F. If natural resources are limited, how can they be conserved for future generations?
   - G. What are the effects of education upon the poor and poverty?

III. Political Order and Power Structures
   - A. How can we find a more efficient order in American society? world society?
   - B. How do present political orders compare with the possibility for a world model?
   - C. What efforts are already in practice for tolerance and the universal brotherhood of man, specifically, as they pertain to the Indian, the Negro, and the Latin American?
   - D. What factors inhibit a more cohesive plan for effective production and distribution of goods and the case of peoples who cannot be independent?
   - E. How do crime and delinquency act as deterrents to "the good society"?

IV. "... inalienable rights" — Government
   - A. What are man's most cherished privileges?
   - B. By what means can these inalienable rights be threatened?
   - C. Who are the threatened people(s) in our country? in our world?
   - D. What are your responsibilities in relation to your rights and the rights of others?
   - E. When and how should the government assume control when individuals do not take responsibility?

V. The "Good" Society — An attainable ideal
   - A. What values are involved in establishing a better society?
   - B. How shall decisions be made in a society?
   - C. How will "the good society" be related to the individual as a consumer, a voter, a participating and contributing member of a culture?
   - D. How does the individual emerge as a creative and dynamic being?

HOW TO STUDY A SOCIETY

Dr. Kent, Anthropologist, University of Denver

Before beginning the study of any specific society, it may be desirable to see a preview of the kind of topic about which you will be reading. The following outline will not only give you these but also will serve as a review guide when you try to put together in some logical order the many interesting facts you will learn.

A Topical Outline

I. RACE — Who are the people?

- A. What is their racial origin?
- B. How many are they? Are they increasing or decreasing?

II. GEOGRAPHY — What is the physical environment?

- A. In what part of the world do they live?
  1. Latitude and longitude
  2. In relationship to neighbors
  3. Size of the area
  4. Shape of the area
- B. What is the topography of their living space?
- C. What kind of climate do they have?
- D. Is the soil productive?
- E. Are there minerals and do they use them?
- F. How available is water? Surface? Underground?
- G. What are the wild and domesticated (1) plants and (2) animals living in the area with them?

III. ECONOMICS — How do they make their living?

- A. Of which of the resources available in their habitat do they make use?
- B. What do they exchange with other people? To what extent?
- C. What are their tools and techniques for:
  1. Obtaining and preparing food?
  2. Obtaining shelter?
  3. Making clothing?
  4. Transporting things and people?
  5. Waging war?
  6. Playing games?
- D. What are their rules determining the control, distribution, and use of things?
  1. Does each family or some group produce all of its own needs or is there exchange with other members of the society? Barter? Sale? Capture?
  2. What is the division of labor? Does everyone work at every task or do some people work at one thing and others at something else?
  3. What are their ideas about property? How permanent is ownership of goods?
  4. What are the rules determining who may have access to what areas or items in the habitat?

IV. SOCIOLOGY — What are their organizations and their processes?

- A. What are the chief groupings or patterns of association among the people?
  1. Area or locality groups: community and settlement patterns
  2. Political units:
     a. on geographic basis: tribe or nation
     b. on institutional basis: government

3. Family and kinship groups
4. Sex groups
5. Age groups
6. Work and economic groups
7. Religious groups
8. Educational groups
9. Class and caste groupings

B. What are the major social values of these people?
What do they think is most important in life?
What are their reasons for carrying on their lives, as they see them? How are these values related to the physical environment? to the social organ?

C. How are children and young people taught to become useful members of the society? (The socialization process)

D. How are members of the society controlled or guided to follow THE PRESCRIBED WAYS OF LIVING? What are the norms, or "rules of the social game"?

E. How are the above tied together to make up a social system? What social processes (cooperation, competition) are most stressed?

V. RELIGION — What socio-cultural changes have taken place?

A. What has been learned about their history?
B. What have been the main changes in their lives?
C. What have been the main outside influences upon them? How have these been exerted?
D. How and by whom have these changes been introduced?
Mythology and folk lore, world view
Ritual — Crises rites (birth, marriage, adolescence, death, illness)
—Calendrical rites (like Christian calendar, planting, harvesting)
Function of religion
Participants — entire community? priestly clan? religious structure?
Religious paraphernalia

CHINA, PAST AND PRESENT

A SUGGESTED APPROACH TO CHINESE HISTORY

I. Two Key Institutions
A. The examination system
B. The tributary system

II. The Examination System
A. History and development
B. General characteristics in late imperial period (Ming, Ch'ing)
C. Confucian rationale (objectives)
D. Relation to Chinese society and government:
1. Social structure and social mobility
2. Office-holding and general system of government
3. Outlook and activities of leadership group
4. Educational systems
5. Power of the Throne
6. Landownership and other sources of wealth
7. Family connections

E. Criticisms of the examination system, 9th through 19th centuries
F. Influence on Western political theory and the civil service system in the West
G. Abolition of the examination system, 1906, relation to:
   1. Late Ch'ing reform programs
   2. Response to the impact of the West
H. Twentieth-century continuation
   1. Nationalist Examination Yuan
   2. Communist training programs and selection of party members
I. Problems of interpretation
   1. Social mobility
   2. Stifling creativity and growth
   3. Marxist socio-economic interpretation
J. Illustration and evaluation through source material (inquiry approach), e.g.
   1. Wang An-Shih (de Bary, pp. 593-594)
   2. Matteo Ricoi (Ricci, **Journals**, pp. 32, 33, 40, passim)
   3. Wu Ching-tzu, **The Scholars**
   4. Yeh Te-hui (de Bary, pp. 741-743, also applies to tributary system)
   5. Liu K'un-i and Chang Chih-tung (tong and Fairbank, pp. 198, 206-207)
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III. Tribute System

A. History and development
B. General characteristics in later imperial period (Ming, Ch'ing)
C. Confucian rationale (objectives)
D. A key institution in foreign relations and colonial control
   1. Control of "inner Asians"
   2. Relationship to "China Proper"
   3. Relationship to territorial expansion, empire building
   4. Relationship to foreign trade
E. Modification in "South Seas" area
   1. Chinese overseas trade
   2. "Trading countries"
   3. Development of the "Canton System"
F. Basis for nineteenth century conflicts with the West
   1. "Canton System"
   2. "Opium War" and Second War with the West
   3. Separation of tributary states from China
   4. Establishment of Tsungli Yamen; Wai-wu pu (early 20th century)
G. Illustrative historical incidents and developments
   1. Early Chou use of tribute
   2. Han Wu-ti's empire building
   3. Sui-and T' ard wars with Korea
   4. Sung "reverse tributary" relations with Liao, China, Hishsia
   5. Cheng Ho's expeditions
   6. Ming relations with Ashikaga shogunate (especially Yoshimitsu) in Japan
   7. Ming response to Hideyoshi's invasion of Korea
   8. Treaty of Nerchinsk, 1689 (a typical feature)
   9. Marcartney's Mission, 1793
   10. Opium War

11. Liu-ch'iu affair, 1870's
12. Sino-Japanese War, 18940-95
13. Territorial claims of (Nationalist) Republic of China and People's Republic of China

H. Illustration and evaluation through source materials (inquiry approach): e.g.:
1. Wang Fu-Chih, "China and the Barbarian Tribes": deBary, pp. 602-603. (Partly atypical)
2. Ch'-ien-lung emperor to George III: Teng and Fairbank p. 19: Bodde, pp. 62-63

IV. Other Institutions

A. Consorate
B. Official Historiography
C. District Magistrate
D. Military Organization
E. Judicial System

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PRONUNCIATION OF CHINESE NAMES USING THE WADE-GILES SYSTEM OF ROMANIZATION

A	as in	Chinese words with some meanings
A	father	tang
Ai	time	Hai
Ao	how	Hao (good)
E (after "I" or "Y")		Let Mien (noodles)
Ê (or E)	pun	peng pung mun
Ei	lay	Fei (river)
I	pin machine	Hsin (non)
Ia	ya	Hsia (pronounced shaw)
Iae	meow	Miao, Liae
Ie, Ieh	yet	Hsiah
Ih	shirt	shis (scholar, pronounced shur)
Iu	you	Ch'iu (spring, autumn)
O	orange	
ou	soul	
U	rude	Hoonan
Ui	way	sui (sway)
Uo	webble	Kue
Ch	jump	Chung-jung
Ch'	church	
j	wren	Jen (man)
Hs	she	
K	gun	Kang
K'	king	K'amg Yu'Wei
p	boat	pien
p'	pot	p'ien
T	dark	Tang
T'	tall	T'ang
Ts-Tz	adze	tsung (dzung)
TS'-TZ	cats	ts'ung
U	hsun (shun)	Ueh

All names do not follow standard romanization — but the way people want them pronounced.

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